

## BRIGGS ELEMENTARY

1012 Congaree Drive  
Florence, South Carolina 29501

**GRADES** K-6 Elementary School

**ENROLLMENT** 496 Students

**PRINCIPAL** Martin Schmid 843-664-8169

**SUPERINTENDENT** Joseph S. Nelson, Ed.D 843-669-4141

**BOARD CHAIR** Mrs. Doris Lockhart 843-664-0050

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	65	15	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

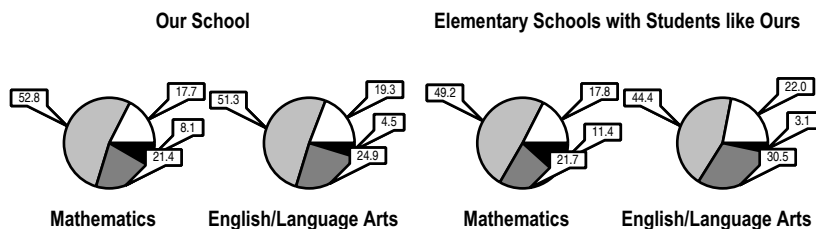
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




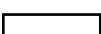
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	40	70	41
Percent satisfied with learning environment	100.0%	81.2%	92.3%
Percent satisfied with social and physical environment	100.0%	87.1%	84.2%
Percent satisfied with home-school relations	95.0%	88.4%	97.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	311	99.4	19.3	51.3	24.9	4.5	29.4	17.6
Gender								
Male	167	98.8	24.1	51.1	24.8	N/A	24.8	17.6
Female	144	100.0	14.4	51.5	25.0	9.1	34.1	17.6
Racial/Ethnic Group								
White	164	99.4	12.2	44.2	36.1	7.5	43.5	17.6
African-American	138	99.3	28.4	59.5	12.1	N/A	12.1	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	224	100.0	17.3	44.7	32.0	6.1	38.1	17.6
Disabled	87	97.7	25.0	69.4	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	311	99.4	19.3	51.3	24.9	4.5	29.4	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	309	99.4	19.1	51.3	25.1	4.5	29.6	17.6
Socio-Economic Status								
Subsidized meals	170	99.4	24.6	59.4	13.0	2.9	15.9	17.6
Full-pay meals	141	99.3	13.7	42.7	37.4	6.1	43.5	17.6

Mathematics								
All students	311	100.0	17.7	52.8	21.4	8.1	29.5	15.5
Gender								
Male	167	100.0	18.7	51.1	20.1	10.1	30.2	15.5
Female	144	100.0	16.7	54.5	22.7	6.1	28.8	15.5
Racial/Ethnic Group								
White	164	100.0	8.8	50.0	29.1	12.2	41.2	15.5
African-American	138	100.0	28.2	58.1	12.0	1.7	13.7	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	224	100.0	15.7	48.7	24.9	10.7	35.5	15.5
Disabled	87	100.0	23.0	63.5	12.2	1.4	13.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	311	100.0	17.7	52.8	21.4	8.1	29.5	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	309	100.0	17.5	53.2	21.2	8.2	29.4	15.5
Socio-Economic Status								
Subsidized meals	170	100.0	25.2	58.3	12.9	3.6	16.5	15.5
Full-pay meals	141	100.0	9.8	47.0	30.3	12.9	43.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	6.1	55.1	38.8	N/A	38.8
	Grade 4	64	N/A	22.2	47.6	27.0	3.2	30.2
	Grade 5	66	N/A	12.7	65.1	17.5	4.8	22.2
	Grade 6	50	N/A	20.8	35.4	41.7	2.1	43.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	81	97.5	10.9	45.3	37.5	6.3	43.8
	Grade 4	86	100.0	29.3	46.7	22.7	1.3	24.0
	Grade 5	58	100.0	22.6	56.6	20.8	N/A	20.8
	Grade 6	86	100.0	14.3	57.1	19.5	9.1	28.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	18.4	59.2	14.3	8.2	22.4
	Grade 4	64	N/A	15.6	45.3	17.2	21.9	39.1
	Grade 5	66	N/A	31.7	42.9	14.3	11.1	25.4
	Grade 6	50	N/A	27.1	37.5	20.8	14.6	35.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	81	100.0	13.6	54.5	25.8	6.1	31.8
	Grade 4	86	100.0	21.3	52.0	20.0	6.7	26.7
	Grade 5	58	100.0	18.9	56.6	13.2	11.3	24.5
	Grade 6	86	100.0	16.9	49.4	24.7	9.1	33.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 496)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.7%	Down from 4.4%	2.8%	2.4%
Attendance rate	95.4%	Up from 92.2%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.2%	No change	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.4%	Up from 13.9%	8.5%	8.0%
Older than usual for grade	3.0%	Down from 3.5%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Down from 65.7%	49.6%	50.0%
Continuing contract teachers	88.6%	Down from 97.1%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.9%	Up from 79.8%	88.0%	86.2%
Teacher attendance rate	95.7%	Up from 94.0%	95.4%	95.3%
Average teacher salary	\$39,055	Down 3.9%	\$40,184	\$39,909
Prof. development days/teacher	9.3 days	Down from 18.9 days	11.1 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	17.4 to 1	Down from 18.1 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 84.5%	90.1%	89.7%
Dollars spent per pupil*	\$7,284	Up 0.5%	\$5,754	\$5,892
Percent spent on teacher salaries*	75.0%	Down from 75.3%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2002-03 school year. We pride ourselves on the philosophy of meeting the needs of all of our students. Making a difference with each individual student is our complete focus. Our school-wide efforts continue to be directed toward established goals that are directly aligned to Florence School District One. Our yearly theme was "Briggs Celebrates 50 years," highlighted by a drop-in celebrating our school's rich past. Students and staff members participated in many service-learning projects that benefited local and national organizations.

We are extremely proud of the following:

State Department of Education Palmetto Silver Award PACT School.

State Department of Education Red Carpet Award Winner.

School-wide commitment to early literacy; Reading Recovery program served 20% of first grade students.

Renewal and accreditation with the Southern Association of Colleges and Schools.

"All Clear" Accreditation Status received from the South Carolina State Department of Education.

State SACS (Southern Association of Colleges and Schools) Committee member.

State Art Standards Committee member.

Completion of South Carolina Reading Initiative by ten staff members.

Staff participation in revisions of ELA Tests for Higher Standards.

Ten Lead Technology teachers.

The Briggs Association of Parents and Teachers and the School Improvement Council continue to do outstanding work at our school. Their mini grants fund many enrichment activities that benefit our students immensely.

Our entire school community will continue to work together to ensure that Briggs remains a wonderful place to grow and be challenged.

Martin Schmid, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.